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Research Synopsis for the Degree of Doctor of Philosophy in Education

"A STUDY OF ACADEMIC ANXIETY OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-PERCEPTION, BEHAVIOURAL PATTERN AND HOME ENVIRONMENT"

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1. INTRODUCTION

We are living in the "age of anxiety". Anxiety is the general feeling that all is not well. This state of helpless apprehension may be restricted to a limited number of environmental settings or it may be generalized to all in a form that has been described as "free floating anxiety". In the modern society it is not possible to prevent the development of certain minimum level of anxiety.

Anxiety is a response that can be experienced by anyone, from young to old. There are two types of anxiety in humans, the first is pathological anxiety in moods and the second is anxiety disorders in the form of acute stress induced using unexpected threats (Jessica, Hales, Robinson and Robinson 2019) in the academic field, there are difficulties namely academic anxiety. Academic anxiety one form of anxiety contained in educational institutions this can be interpreted that academic anxiety occurs by those within the scope of educational institutions.

Academic anxiety is something that can occur both from elementary school level, junior high school, high school and college. In the subjects of environmental education there, teachers, other activities such as developing interest. This systematic review aims to provide an overview of academic anxiety that occurs in students.

Academic anxiety has effects that occur to students, such as distracted concentration, distracted attention, excessive anxiety, tension, fear to have delays and avoidance of assignments in academic so that it can also affect academic achievement.

According to Gourav (2015) Academic anxiety, is anxiety relating to educational institutions and a mental insensitivity to anxiety or difficulties in responding to school or college conditions.

There is an interest in researchers to explore further about academic anxiety in students within the scope of educational institutions, researchers will explain journals that related to academic anxiety as well as explaining other factors to academic anxiety Factors and those also related to academic anxiety are expected to become future references.

1.1 Self-Concept/ Self-perception

The term Self-concept is used to refer to individuals' judgment about themselves. Children with over all high self-concept are confident about their abilities to accomplish their goals, academic competence and relationship with parents and peers.

Self-concept is the core of human personality. It refers to the totality of people's perception about their physical, social and academic competence. It is the set of perceptions that the person has about himself, the set of characteristics, attributes, qualities, deficiencies, capacities limits, values and relationships that the subject knows to be descriptive of him. "Self-concept is an important construct in development psychology and education and had multidimensional construct.

Self-concept is very significant to psychologists and educationists because whatever an individual feels or thinks about himself/herself is very vital and it could be a strong determinant of his/her behaviour. Students will be more likely to engage in tasks that they have belief in their own capabilities to organize and execute the courses of action required to produce given attainments

1.2 Academic Self-perception

According to researchers an academic self-perception is the awareness and perceptions about oneself in achievement situations. Positive self-perceptions about one's own academic capabilities form a significant part in adolescent students' to their adjustment in school. Defined academic self-

concept as students' "overall feelings of doing well or poorly in a given subject area". In scholarly work self-perception and self-concept have been used interchangeably.

Academic self-concept is further classified into academic areas such as Mathematics, Language Art, Science, Social Science and other subjects. Academic self-perception items normally refer to specific subjects offered in schools as a part of school curriculum. The academic self-perceptions demonstrate an important role in guiding students' enterprise towards their academic effort. Adolescents become confident to take challenges when they have a healthy perception of themselves.

1.3 Behavioural Patterns

"Behavior is any manifestation of life is activity" (Wood Worth, 1984) and behavior is a collection name for these activities. The term behavior includes the motor (or) Cognitive activities (Like walking, Swimming, Dancing etc.), Cognitive activities (Like thinking, Reasoning, Imagining etc.) and effective activities (Like feeling, happy, Sad and angry etc.).

Behavior includes not only the conscious behavior and activities of the human mind but also the sub-Conscious and unconscious. Consequently it covers not only the overt behavior but also the covert behavior involving the inner experiences and mental processes. Behavior problem includes problems that represent a significant deviation from the normal behavior. These problems are relatively stable, internalized and difficult to treat than the adjustment problems. Positive forms of behavioral control such as maturity demands, limit setting, reasoning, monitoring, and supervising, are most often employed by parents. Parents are tending to engage in harsh, negative forms of behavioral control such as verbal hostility and physical punishment (Brody 2011).

1.4 Family Environment

The word family‟ is frequently used in both narrow and broad sense. In narrow term it is assumed to be nuclear family which involves parents and their children. In broader sense it signifies extended family which involves not only the parents and their children but also other relatives such as grandparents, uncles, aunts, cousins, nieces and nephews related by blood or marriage. Family is an organization in which parents and children live together and possess multiple functions for overall development, protection and wellbeing. As a result it would appear that family may take care of social, physical and psychological welfare of the individuals. The impression of a family received by a child in his early stages of development has long-lasting effect. The parents are responsible for providing better family climate which includes all human and material resources available at home that influence the child's all round development. Caring, loving and supportive parent-child relationships and parents‟ involvement in child-centered activities impart an emotional support for children that promote the expansion of a healthy feeling of belongingness, self-respect and safety.

Home sets the summarized sketch for the child's behavior and approach towards people and society, assists academic development among children and supports their ambition and values. Parents encourage children's study at home, talk about study materials with their children that motivate children to take benefit from learning and other activities. Parents nurture, take care of and provide guidance and discipline to their children who in turn reproduce into a sound and healthy adulthood. Parents‟ expectations and beliefs in their children's competence also play a very significant role to influence children's motivation, autonomy, develop curiosity, perseverance and problem-solving ability. Parent's full support is needed to maximize the potential of children in terms of academic achievements. Affectionate, caring and receptive parenting is generally essential for developing confidence and achieving high in their

academics/life. Parents who build up faith, open communication, assurance and flexibility be liable to control stress easily and support their families to do the same. Parents who express irritation, anger and punish their children for not focusing on study may depress and de-motivate their children in achieving high in academics/life.

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2. NEED AND SIGNIFICANCE OF THE STUDY

Contemporary era is an era of advancement and modernization, every aspect of life is changing at a great pace, so do our education system. Due to this agile change, there is un-natural competition among individuals. If anyone wants to be in the system as a best fit he/she has to counter the contention. Students are also greatly influenced by the contemporary system as they have to show high level of achievement, which is an indicator of the academic success. Students are burdened with great desire of performance pressure, that leaves them in a great lurch very often, make them anxious, sick and if prolonged may affects their overall personality. Hence keeping the effect of present scenario in the mind the researcher felt an urgent need to conduct this study related to academic anxiety and academic achievement.

Anxiety is one of the most common psychological disorders in school aged children and adolescents worldwide. Academic anxiety is associated with substantial negative effect on children's social, emotional and academic success. Its specific effect includes poor social and coping skills often leading to avoidance of social interaction, loneliness, low self esteem, perception of social rejection, difficulty in forming friendship and lower academic achievement (Hudson and Rapee, 2006). The prevalence rate of anxiety ranges from 4% - 25% with average of 8% (Costello, Mustillo, Erkanli, Keeler and Angold, 2003). These emotional problems are often neglected as they are not easy to be detected by the parents or by teachers. These figures could be underestimation since anxiety among a large number of children and adolescent goes undiagnosed owing to the internalized nature of its symptoms (Tomb and

Hunter, 2004). In India main documented cause of anxiety among school children and adolescents is parent's high educational expectation and pressure for academic achievement (Deb, 2001). According to the report of National Crime Records Survey (2010) it is relevant to mention here that in one year alone, 2520 children, or more than six children per day, committed suicide because of failure in examination. The tendency to structure one's time and leisure satisfaction, careful planning of learning activities, balanced level of aspirations, study habits etc. may be some of the important factors in determining academic anxiety among students. The present study was therefore, undertaken to study the relationship between academic anxiety of secondary school students and their parental encouragement.

Parents who take responsibility for children learning result in increasing their kids interest in the studies. Therefore, this study was aimed to investigate the relationship of academic anxiety, behavioural pattern, self-perception, home environment and the academic achievement of secondary school students. Although its role has been accepted and proved by different researchers (Parveen, 2007; Moula, 2010; Bandhana and Sharma, 2012) the present study intent to explore academic anxiety and its relationship with students academic anxiety in Indian context.

3. REVIEW OF RELATED LITERATURE

In the earlier chapter an attempt was made to introduce the present study and to establish the need for such an investigation. The present chapter is designed to bring to light some related emphasis and conceptual studies having relevance to the problem under investigation.

Kapur (2003) undertook "A Study of Behaviour Problems in Pre-School Children".

In the present study, the investigator has administered Pre-School Behaviour Checklist to 155 pre-school children in the age group two years ten months to three years eight months. Out of 155 pre-primary school children, 54 children belonged to

urban pre-primary schools and 101 to rural pre-primary school. The major findings revealed low frequency of high scorers (5) in the total sample. All the children manifested over activity, poor concentration, temper tantrums, feelings of misery and disturbed relations with peers. It is found that urban and rural pre-primary school students showed equal number of behaviour problems. As similar behavior problems were observed between boys and girls in the urban, further, the rural boys showed more behaviour problems than rural girls.

Kalra and Pyari (2004) studied on "Family Climate and Income as Determinants of Educational Achievement".

The objective of the study was, To study the role of family climate and family income on the educational achievement of the students at univariate levels as well as interactively.

Multi-stage random sampling technique was adopted for the sample selected. Family Climate Scale (FCS) by Beena Shah (1990) was employed. The correlation, t-test and ANOVA analyses were used to analyze the collected data.

Major findings were, (1) The achievement of the students having favourable family climate as better than the group of students having unfavourable family climate. (2) The study finds in congruence with many research findings (Harikrishna 1992; Garg, 1992) that student achievement is found to be affected by the income status of the family.

Salinger, *et al.*, (2006) examines processes of internalizing and externalizing problems. Child's parent and peer relationships and individual characteristics were examined for mediating, moderating or independent roles in predicting problem behavior among 667 children over three years of middle school. Mediation was not found, parent and peer variables moderated the association between exposure and internalizing problems. Under high exposure, normally protective factors (e.g., attachment to parents) were less effective in mitigating the exposure's effects than under low exposure; attachment to friends was more effective. Individual competence was independently associated with decreased internalizing.

Chevalier (2007) investigated the "Students' Academic Self-Perception".

Participation rates in higher education differ persistently between some groups in society. For the investigation two British datasets were employed to know the students' misperception of their own and other's ability, thereby increasing the expected costs to studying. Among high school pupils, it was found that pupils with a more positive view of their academic abilities are more likely to expect to continue to higher education even after controlling for observable measures of ability and students' characteristics. University students are also poor at estimating their own test-performance and over-estimate their predicted test score. However, females, white and working class students have less inflated view of themselves. Self-perception has limited impact on the expected probability of success and expected returns amongst these university students.

Stringer*et al.*, (2008) conducted a study on "Academic Self-Perception and its Relationship to Academic Performance".

10 years 7 months age group students (155) were primarily tested on reading, arithmetic, and academic self-perception. After One year they were tested once more. Initial academic scores accounted for a large proportion of the variance in later academic scores. The children's self-perceptions of academic competence accounted for significant variance in academic performance one year later. However, neither the academic self-perceptions at the beginning of the study nor changes in self-perceptions over time predicted changes in academic performance. Self-perception of academic competence cannot play a simple, causal role in academic achievement.

Unpin, *et al.*, (2009) analyzed the use of medications to manage behavior problem in children. The aim was to assess the efficacy of atypical antipsychotic medication in managing problem behavior in children with intellectual disabilities and borderline intelligence. A systematic review was conducted for placebo-controlled randomized double-blind trials. The included studies (N=6) showed that risperidone was significantly more effective than placebo in managing problem behaviors and most studies highlighted adverse events and weight gain. Concluded as adverse events, these medications have to be used with caution.

Garner, *et al.*, (2010) held a study on the parenting behaviors influence child well-being and development. Parenting behaviors (positive interactions, consistency and ineffective parenting) among caregivers of children with neurodevelopment disorders and/or externalizing behavior problems. These associations largely remained after accounting for child and family social-demographic characteristics. He concludes as children with multiple health conditions can be associated with less positive, less consistent and more ineffective parenting.

Averdijk, *et al.*, (2011) assessed the relationship between parental separation and aggressive and internalizing behaviors. Parents retrospectively reported life events and problem behavior for first 10 years of the child's life on a quarterly basis using an event history calendar. The time sequences of separation and child problem behavior were analyzed .Parental separation affected both aggressive and internalizing behaviors even maternal depression, financial difficulties, parental conflict were included. Parental separation exerted a differ effected on child problem behavior as well as maternal depression.

Mokashi, Yadav, Khadi (2012) examined the gender difference on anxiety and academic achievement of 330 residential high school students in their study and reported that a significant difference found between boys and girls on anxiety making the boys more anxious than girls. Gender significantly contributes to academic achievement; girls were more achievers than boys. Over all a negative relationship was observed between anxiety and academic achievement.

Priscila (2013) conducted a study on "Student Behavior Patterns in a Virtual Learning Environment".

The present study focuses on the identification of student behavior patterns obtained from their interactions on a virtual learning Environment. Clustering techniques were used to classify certain indicators and to obtain groups of students with similar characteristics. The activities performed are directly related to four Computer Science degree courses in the Distance Education modality. Generally, our results show that students interacted more with online forum, followed by the quiz,

tasks, instant messaging, resources, and twitter. The knowledge acquired via the data mining techniques helped to discover certain characteristics of their online interaction, which should be taken into account when enhancing the teaching-learning process.

Shakir (2014) made a correlational study between academic anxiety and academic achievement based on gender. Findings clearly showed a negative relationship between academic anxiety and achievement. Gender also affects the anxiety; females were more anxious than male.

Mahajan (2015) revealed in their study that no significant difference existed in the academic anxiety of male and female secondary school students moreover a significant difference is found in the academic anxiety of government and private secondary students. He also reported that academic stress was significantly and negatively correlated to parental encouragement.

Banga (2016) carried out a study to find out the levels of anxiety among 400 senior secondary boys and girls of Himachal Pradesh. Findings of the study clearly showed that significant difference existed in the levels of anxiety between boys and girls, Girls were more prone to anxiety than that of boys.

Hwang-Ji Lu (2017) mentioned in his study that through the growth of internet, correspondence learning has become an alternative alternative source for earning a degree. Social presence is one of the serious factors for forming and sustaining learning groups that keep deeper learning through knowledge sharing. Social presence does not occur naturally and is in need of cultivation. Hence author suggest that with the integration of software into classrooms, instructors can increase social presence, which enrich student's learning experience and satisfaction to reduce time and physical barriers existing in the online learning environment.

Naim Ahmad *et al.*, (2018) explain about the E-learning, which is a technology-mediated learning approach, is adopted for teaching/learning mode for shifting knowledge. Attaining sustainability and performance in its delivery

is of dominant importance. Fifteen CSFs have been identified through the literature review and experts opinion. These CSFs have been modelled for interdependence using structural modelling and analysis. Further, the model has been authenticated through in-depth interviews. Hence, it provides quantification of CSFs of E-learning in terms of their driving and dependence powers and their classification thorough analysis.

Khan (2019) compared the "Relationship between Students' Home Environment and their Academic Achievement at Secondary School Level".

Home is the first institution of a child that have significant relationships with students' overall life. Current study has investigated the relationship of home environment with secondary school students' performances. The focus of the study was to find out the relationship of home interactions, physical facilities and students academic performances. Secondary school students were the population of the study. Data were collected through a questionnaire and was analyzed with the help of SPSS. Percentage, mean scores, standard deviation and Pearson correlation were applied to the collected data. Results obtained from analysis illustrated that a substantial majority of respondents are lacking separate study rooms at their homes, have a very low interactional opportunities at home in home related matters, but still majority of them were satisfied with their home environment. Based on the results it was recommended students need to be involved in domestic issues, they might be provided separate rooms for study and all the other facilities needed for educational progress of students.

Golestanibakht (2020) the researcher investigated "The Relationship between Self-Efficacy and Self-Perception with Anxiety of Examination in High School Students".

The aim of this study was to investigate the relation of self-efficacy and self-perception with anxiety of examination among students of Zahedan. The method used in this research was correlation. The statistic population of this study was all of the high school students of Zahedan. The number of the samples of this study was 320

students that were chosen by random cluster sampling method. Research instrument were the questionnaires of self-efficacy believes, Philips' scale of anxiety of examination and self-perception. The results showed that a negative significant correlation exists between the self-efficacy believes and the anxiety of examination. A significant positive correlation also exists among the anxiety of examination and the three factors of self-perception, passive, actorness and aggressive. The results of stepwise regression showed the passive self-perception, alone, can predict .25 of variances of the anxiety of examination and with actorness self-perception they can predict .29 of variances of anxiety of examination. In addition the results showed that the self-efficacy believes of male were more than female students. Also female students' anxiety of examination was more than male students.

Nur'aeni (2021) conducted a study on the "Academic Anxiety in Students: A Systematic Review".

Academic anxiety is something that can occur both at the level of elementary school, junior high school, senior high school and college. Within the educational environment there are courses, instructors, other activities such as the development of interests. This systematic review aims to provide an overview of academic anxiety that occurs in students. The data base used is Google Scholar and Springer. Search for this article related to the topic carried out for two weeks, speak English and publish within a period of 6 years (2015-2019). The results there are factors that affect academic anxiety, namely academic competency, competency tests, time management, strategy study techniques, parental aspirations, anxiety, language skills, Problematic Smartphone Use, self-regulation and academic achievement. It has been found the results of studies that discuss students experiencing academic anxiety but not only to students but to students. Academic anxiety occurs within u scope of educational institutions such as in subjects / courses, instructors, exams and activities outside the institution.

Shukla (2021) conducted "A Study of Academic Anxiety and Home Environment in Relation to the Academic Performance Academic Achievement".

The objectives of the study were:

- To study the significant relationship between Academic Anxiety and Academic Achievement of secondary school students.
- To study the significant relationship between Home Environment and Academic Achievement of secondary school students.
- To study the significant relationship between Home Environment and Academic anxiety of secondary school students.

The investigator has formulated the following hypotheses for the study:

- There exists a significant and positive relationship between Academic Anxiety and Academic Achievement of secondary school students.
- There exists a significant and positive relationship between Home Environment and Academic Achievement of secondary school students.
- There exists a significant and positive relationship between Home Environment and Academic Anxiety of secondary school students.

In the present study, a sample of 300 secondary school students from 60 different schools have been selected. The simple random sampling technique was used to select the sample of students from secondary schools in Kalahandi District of Odisha, India. These students are from both rural and urban area schools. For the collection data the standardized tools viz., Anxiety scales for children by Singh and Gupta Sen (2009), Home Environment Inventory by Shanker Karuna (2003) were used. The investigators visited the selected schools personally and administered the Academic Anxiety Scale for Children (AASC) and Home Environment scale on 400 secondary school students. Investigators also gave full freedom to the students to ask the meaning of difficult words/sentences. Respondents were given enough time. Filled scales were collected. Partially filled scales were discarded. Finally, investigators could get data from 300 respondents.

4. STATEMENT OF THE PROBLEM

The present study undertaken may be stated as follows;

"**A Study of Academic Anxiety of Secondary School Students in Relation to their Self-perception, Behavioural Pattern and Home Environment."**

5. OBJECTIVES OF THE STUDY

The following objectives are framed for the present study.

1. To study the significant difference between pupils of Government and Private high schools with academic anxiety, self-perception, behavioural pattern and its dimensions i.e., behavioural pattern-A and behavioural pattern-B and family environment.

2. To study the significant difference between boys and girls of high schools with academic anxiety, self-perception, behavioural pattern and its dimensions i.e., behavioural pattern-A and behavioural pattern-B and family environment.

3. To study the significant difference between students of urban and rural high schools with academic anxiety, self-perception, behavioural pattern and its dimensions i.e., behavioural pattern-A and behavioural pattern-B and family environment.

4. To study the significant difference between students of Kannada medium and English medium high schools with academic anxiety, self-perception, behavioural pattern and its dimensions i.e., behavioural pattern-A and behavioural pattern-B and family environment.

5. To find out the interaction effects between self-perception and behavioral pattern and its dimensions on academic anxiety of secondary school students.

6. To find out the interaction effects between self-perception and family environment on academic anxiety of secondary school students.

7. To find out the interaction effects between behavioural pattern and its dimensions i.e., Behavioural pattern-A and Behavioural pattern-B and family environment on academic anxiety of secondary school students.
8. To study the significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions i.e., Behavioural pattern-A and Behavioural pattern-B and family environment of students of high schools.

9. To study the significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions i.e., Behavioural pattern-A and Behavioural pattern-B and family environment of students of Government and private high schools.

10. To study the significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions i.e., Behavioural pattern-A and Behavioural pattern-B and family environment of boys and girls of high schools.

11. To study the significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions i.e., Behavioural pattern-A and Behavioural pattern-B and family environment of students of urban and rural high schools.

12. To study the significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions i.e., Behavioural pattern-

A and Behavioural pattern-B and family environment of Kannada and Kannada medium pupils of high schools.

13. To study whether Self-perception, behavioral pattern and family environment are not a significant predictor of academic anxiety of pupils of high schools.

14. To study whether Self-perception, behavioral pattern and family environment are not a significant predictor of academic anxiety of pupils of Government, private high schools.

15. To study whether Self-perception, behavioral pattern and family environment are not a significant predictor of academic anxiety of boys and girls of high schools.

16. To study whether Self-perception, behavioral pattern and family environment are not a significant predictor of academic anxiety of urban and rural high schools.

17. To study whether Self-perception, behavioral pattern and family environment are not a significant predictor of academic anxiety of Kannada and English medium students of high schools.

18. To study whether there is significant direct and indirect effect of self-perception, behavioral pattern and family environment on academic anxiety of pupils of high schools.

6. HYPOTHESES OF THE STUDY

Based upon the variables discussed, the researcher formulated the following hypotheses for verification.

Null hypothesis (H_0): There is no significant difference between pupils of Government and Private high schools with academic anxiety.

Alternative hypothesis (H_1): There is a significant difference between pupils of Government and private high schools with academic anxiety.

Null hypothesis (H_1): There is no significant difference between pupils of Government and private high schools with self perception.

Alternative hypothesis (H_2): There is a significant difference between pupils of Government and private high schools with academic anxiety.

Null hypothesis (H_2): There is no significant difference between pupils of Government and private high schools with behavioral pattern and its dimensions i.e.,

- Behavioral pattern A
- Behavioral pattern B

Alternative hypothesis (H_3): There is a significant difference between pupils of Government and private high schools with behavioral pattern and its dimensions i.e.,

- Behavioral pattern A
- Behavioral pattern B

Null hypothesis (H_3): There is no significant difference between pupils of Government and private high schools with family environment.

Alternative hypothesis (H_4): There is a significant difference between pupils of Government and private high schools with academic anxiety.

Null hypothesis (H_4): There is no significant difference between boys and Girls of high schools with academic anxiety.

Alternative hypothesis (H_5): There is a significant difference between boys and Girls of high schools with academic anxiety.

Null hypothesis (H_5): There is no significant difference between boys and Girls of high schools with self perception.

Alternative hypothesis (H_6): There is a significant difference between boys and Girls of high schools with academic anxiety.

Null hypothesis (H_6): There is no significant difference between boys and Girls of high schools with behavioral pattern and its dimensions i.e.,

- Behavioral pattern A
- Behavioral pattern B

Alternative hypothesis (H_7): There is a significant difference between Boys and Girls of high schools with behavioral pattern and its dimensions i.e.,

- Behavioral pattern A
- Behavioral pattern B

Null hypothesis (H_7): There is no significant difference between Boys and Girls of high schools with family environment.

Alternative hypothesis (H_8): There is a significant difference between boys and Girls of high schools with academic anxiety.

Null hypothesis (H_8): There is no significant difference between pupils of urban and rural high schools with academic anxiety.

Alternative hypothesis (H_9): There is a significant difference between pupils of urban and rural high schools with academic anxiety.

Null hypothesis (H_9): There is no significant difference between pupils of urban and rural high schools with self perception.

Alternative hypothesis (H_{10}): There is a significant difference between pupils of urban and rural high schools with academic anxiety.

Null hypothesis (H_{10}): There is no significant difference between pupils of urban and rural high schools with behavioral pattern and its dimensions i.e.,

- Behavioral pattern A
- Behavioral pattern B

Alternative hypothesis (H_{11}): There is a significant difference between pupils of urban and rural high schools with behavioral pattern and its dimensions i.e.,

- Behavioral pattern A
- Behavioral pattern B

Null hypothesis (H_{11}): There is no significant difference between pupils of urban and rural high schools with family environment.

Alternative hypothesis (H_{12}): There is a significant difference between pupils of urban and rural high schools with academic anxiety.

Null hypothesis (H_{12}): There is no significant difference between pupils of Kannada medium and English medium high schools with academic anxiety.

Alternative hypothesis (H_{13}): There is a significant difference between pupils of Kannada medium and English medium high schools with academic anxiety.

Null hypothesis (H_{13}): There is no significant difference between pupils of Kannada medium and English medium high schools with self perception.

Alternative hypothesis (H_{14}): There is a significant difference between pupils of Kannada medium and English medium high schools with academic anxiety.

Null hypothesis (H_{14}): There is no significant difference between pupils of Kannada medium and English medium high schools with behavioral pattern and its dimensions i.e.

- Behavioral pattern A
- Behavioral pattern B

Alternative hypothesis (H_{15}): There is a significant difference between pupils of Kannada medium and English medium high schools with behavioral pattern and its dimensions i.e.,

- Behavioral pattern A
- Behavioral pattern B

Null hypothesis (H_{15}): There is no significant difference between pupils of Kannada medium and English medium high schools with family environment.

Alternative hypothesis (H_{16}): There is a significant difference between pupils of Kannada medium and English medium high schools with family environment.

Null hypothesis (H_{16}): There is no significant interaction effects of self-perception (low and high) and behavioral pattern (low and high) on academic anxiety of pupils of high schools.

Alternative hypothesis (H_{17}): There is a significant interaction effects of self-perception (low and high) and behavioral pattern (low and high)on academic anxiety of pupils of high schools.

Null hypothesis (H_{17}): There is no significant interaction effects of self-perception (low and high) and family environment (low and high) on academic anxiety of pupils of high schools.

Alternative hypothesis (H_{18}): There is a significant interaction effects of self-perception (low and high) and family environment (low and high) on academic anxiety of pupils of high schools.

Null hypothesis (H_{18}): There is no significant interaction effects of behavioral pattern (low and high) Family environment (low and high) on academic anxiety of pupils of high schools.

Alternative hypothesis (H_{19}): There is a significant interaction effects of behavioral pattern (low and high) and Family environment (low and high) on academic anxiety of pupils of high schools.

Null hypothesis (H_{19}): There is no significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of pupils of high schools.

Alternative hypothesis (H_{20}): There is a significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of pupils of high schools.

Null hypothesis (H_{20}): There is no significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of pupils of Government high schools.

Alternative hypothesis (H_{21}): There is a significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of pupils of Government high schools.

Null hypothesis (H_{21}): There is no significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of pupils of private high schools.

Alternative hypothesis (H_{22}): There is a significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of pupils of private high schools.

Null hypothesis (H_{22}): There is no significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of boys of high schools.

Alternative hypothesis (H_{23}): There is a significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of boys of high schools.

Null hypothesis (H_{23}): There is no significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of Girls of high schools.

Alternative hypothesis (H_{24}): There is a significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of Girls of high schools.

Null hypothesis (H_{24}): There is no significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of pupils of urban high schools.

Alternative hypothesis (H_{25}): There is a significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of pupils of urban high schools.

Null hypothesis (H_{25}): There is no significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of pupils of rural high schools.

Alternative hypothesis (H_{26}): There is a significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of pupils of rural high schools.

Null hypothesis (H_{26}): There is no significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of Kannada medium pupils of high schools.

Alternative hypothesis (H_{27}): There is a significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of Kannada medium pupils of high schools.

Null hypothesis (H_{27}): There is no significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of pupils of English medium high schools.

Alternative hypothesis (H_{28}): There is a significant correlation between academic anxiety with self-perception, behavioral pattern and its dimensions, and family environment of pupils of English medium high schools.

Null Hypothesis (H_{28}): Self-perception, behavioral pattern and family environment would not be significant predictors of academic anxiety of pupils of high schools.

Alternative Hypothesis (H_{29}): Self-perception, behavioral pattern and family environment would be significant predictors of academic anxiety of pupils of high schools.

Null Hypothesis (H_{29}): Self-perception, behavioral pattern and family environment would not be significant predictors of academic anxiety of pupils of Government high schools.

Alternative Hypothesis (H_{30}): Self-perception, behavioral pattern and family environment would be significant predictors of academic anxiety of pupils of Government high schools.

Null Hypothesis (H_{30}): Self-perception, behavioral pattern and family environment would not be significant predictors of academic anxiety of pupils of private high schools.

Alternative Hypothesis (H_{31}): Self-perception, behavioral pattern and family environment would be significant predictors of academic anxiety of pupils of private high schools.

Null Hypothesis (H_{31}): Self-perception, behavioral pattern and family environment would not be significant predictors of academic anxiety of boys of high schools.

Alternative Hypothesis (H_{32}): Self perception, behavioral pattern and family environment would be significant predictors of academic anxiety of boys of high schools.

Null Hypothesis (H_{32}): Self-perception, behavioral pattern and family environment would not be significant predictors of academic anxiety of Girls of high schools.

Alternative Hypothesis (H_{33}): Self-perception, behavioral pattern and family environment would be significant predictors of academic anxiety of Girls of high schools.

Null Hypothesis (H_{33}): Self-perception, behavioral pattern and family environment would not be significant predictors of academic anxiety of pupils of urban high schools.

Alternative Hypothesis (H_{34}): Self-perception, behavioral pattern and family environment would be significant predictors of academic anxiety of pupils of urban high schools.

Null Hypothesis (H_{34}): Self-perception, behavioral pattern and family environment would not be significant predictors of academic anxiety of pupils of rural high schools.

Alternative Hypothesis (H_{35}): Self-perception, behavioral pattern and family environment would be significant predictors of academic anxiety of pupils of rural high schools.

Null Hypothesis (H_{35}): Self-perception, behavioral pattern and family environment would not be significant predictors of academic anxiety of Kannada medium pupils of high schools.

Alternative Hypothesis (H_{36}): Self-perception, behavioral pattern and family environment would be significant predictors of academic anxiety of Kannada medium pupils of high schools.

Null Hypothesis (H_{36}): Self-perception, behavioral pattern and family environment would not be significant predictors of academic anxiety of English medium pupils of high schools.

Alternative Hypothesis (H_{37}): Self-perception, behavioral pattern and family environment would be significant predictors of academic anxiety of English medium pupils of high schools.

Null hypothesis (H_{37}): There is no significant direct and indirect effect of self-perception, behavioral pattern and family environment on academic anxiety of pupils of high schools.

Alternative hypothesis (H_{38}): There is a significant direct and indirect effect of self-perception, behavioral pattern and family environment on academic anxiety of pupils of high schools.

7. VARIABLES OF THE STUDY

In the present study the following variables were considered:

Dependent Variable

- Academic Anxiety

Independent Variables

- Self-perception,
- Behavioural pattern and
- Family environment

- Types of schools (Government and Private)
- Gender (Boy and Girl)
- Locality (Urban and Rural)
- Mediums of study (Kannada and English)

8. POPULATION AND SAMPLE OF THE STUDY

The population of this study consists of all the students who were studying in the Secondary Schools of Hungund Taluk Bagalkot District of Karnataka State. The population, being very large in number and vastly distributed in space, it was very difficult to contact it within the limited resources of the investigator. Moreover, it seemed not necessary to carry on the study with the whole population, when only a small but representative sample could furnish the results.

8.1 **Sample**

The authenticity of results obtained depends upon the true representativeness of the sample selected. A sample is a small portion of a population selected for analysis. It should be representative of the population. Therefore, samples are selected deliberately so that the influence of chance or probability can be estimated.

The efficiency of the investigation depends largely on the proper selection of the sample on which the test is to be administered. The investigator used the stratified random sampling method for drawing the sample. This is the technique designed to ensure representative sample to avoid bias by the use of random selection within each sub group.

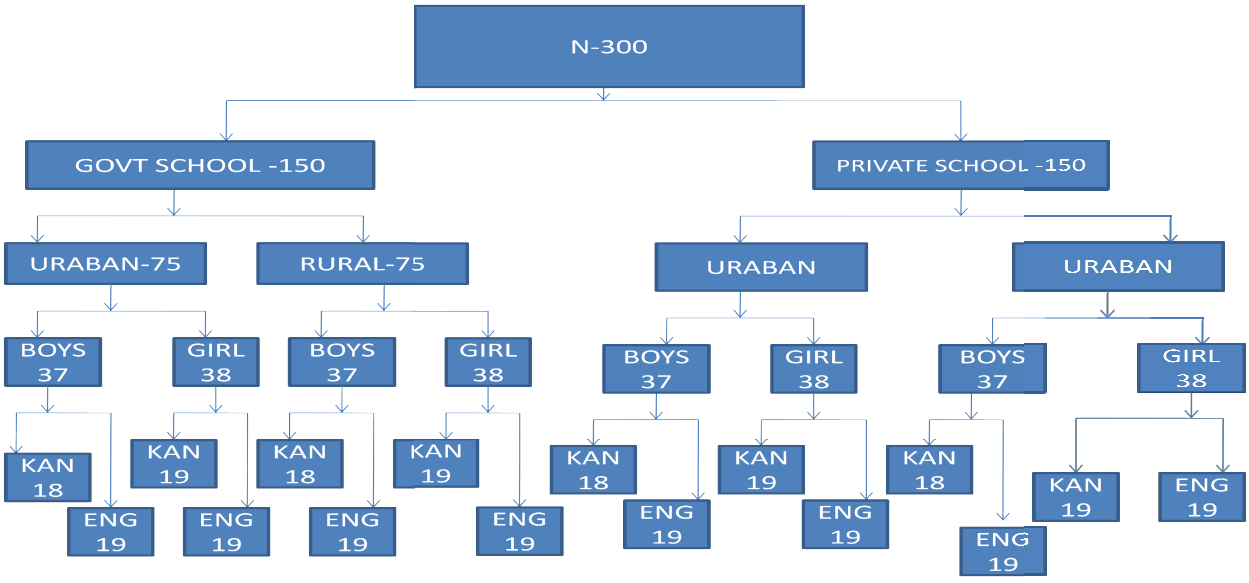
8.2 **Selection of Schools and Students for Study**

In order to study the academic anxiety of Secondary School students, the investigator selected two types of managements of the Schools in Bagalkot District-Government and Private Management Schools. In Bagalkot district out of 300 Secondary Schools, 150 are government managed schools and 150 are private unaided (ungranted) schools are considered for the present study.

The above mentioned number of schools represents the population of the study. The researcher selected the schools for the study by applying the methods of proportionate random sampling technique.

The sample of students from the Secondary Schools of Bagalkot District have been selected by adopting stratified Random Sampling Technique. The proportion is maintained in respect of Rural-Urban, Government, and Private secondary schools, Ranges/Areas of Bagalkot district, Boys and Girls students, while selecting the sample (Students) for the study from the Bagalkot District.

8.3 **Sample Design** :



9. TOOLS USED

The present study attempted to study the academic anxiety of Secondary School students of Bagalkot District in relation to their self-perception, behavioural pattern and family environment. The "Academic anxiety" was considered as a dependent variable while gender, location of the school, type of institution, mediums of study affecting the dependent variable in the study. To collect the data pertaining to the dependent and independent variables the following tools were employed:

1) Academic Anxiety Scale- by A. K. Singh and A. Sen Gupta
2) Self-perception Scale- by K. G. Agarwal
3) Behavioural Patterns Scale-by
4) Home Environmental Scale-by Harpreet Bhatia and N. K. Chadha

10. COLLECTION OF DATA

In order to obtain permission from the heads of the schools, which were selected for the collection of the data, a letter to each school was sent. Necessary information was provided in the letter to the heads of schools regarding the objectives of the study. Co-operation was solicited for collection of data from the teachers.

Before administering the scales, the students were given all the necessary information about the Tools to be filled by the students. The Investigator observed the lessons of various Teachers according to his requirements and got filled the relevant scales. The Investigator had taken maximum care to get the actual data from teachers in the sample of this study.

11. STATISTICAL TECHNIQUES USED

The following statistical techniques were used in the analysis of the data.

The suitable statistical procedures have been applied and used such as average, standard deviation, standard error, unpaired two sample 't' test, two way of variance (ANOVA) followed by Tukeys multiple post-hoc procedures for pair-wise comparisons, product moment correlation co-efficient was carried out for relationship. The multiple linear regression technique was performed to assess the combined effect of independent/explanatory variables on dependent variable. Lastly, the path analysis was applied to find out the direct and indirect effects of independent / explanatory variables on dependent variable.

12. MAJOR FINDINGS OF THE STUDY

12.1 Findings of Inferential Analysis

1. The pupils of Government high schools have significant and higher academic anxiety as compared to pupils of private high schools.
2. The pupils of Government high schools have significant and lesser self perception as compared to pupils of private high schools.
3. The pupils of Government high schools have significant and lesser behavioral pattern as compared to pupils of private high schools.
4. The pupils of Government high schools have significant and lesser behavioral pattern A as compared to pupils of private high schools.
5. The pupils of Government high schools have significant and lesser behavioral pattern B as compared to pupils of private high schools.
6. The pupils of Government high schools have significant and lesser family environment as compared to pupils of private high schools.
7. The Boys of high schools have significant and higher academic anxiety as compared to Girls of high schools.

8. The boys of high schools have significant and lesser family environment as compared to Girls of high schools.
9. The pupils of rural high schools have significant and higher academic anxiety as compared to pupils of urban high schools.
10. The pupils of rural high schools have significant and lesser self perception as compared to pupils of urban high schools.
11. The pupils of rural high schools have significant and lesser behavioral pattern as compared to pupils of urban high schools.
12. The pupils of rural high schools have significant and lesser behavioral pattern A as compared to pupils of urban high schools.
13. The pupils of rural high schools have significant and lesser behavioral pattern B as compared to pupils of urban high schools.
14. The pupils of rural high schools have significant and lesser family environment as compared to pupils of urban high schools.
15. The pupils of high schools with low self-perception and low behavioral pattern have significantly higher academic anxiety as compared to pupils with low self-perception and high behavioral pattern.
16. The pupils of high schools with low self-perception and low behavioral pattern have significantly higher academic anxiety as compared to pupils with high self-perception and high behavioral pattern.
17. The pupils of high schools with low self-perception and high behavioral pattern have significantly higher academic anxiety as compared to pupils with high self-perception and high behavioral pattern.
18. The pupils of high schools with low self-perception and low family environment have significantly higher academic anxiety as compared to pupils with high self-perception and high family environment.
19. The pupils of high schools with low self-perception and high family environment have significantly higher academic anxiety as compared to pupils with high self-perception and high family environment.

20. The pupils of high schools with high self-perception and low family environment have significantly and higher academic anxiety as compared to pupils with high self-perception and high family environment.
21. The pupils of high schools with low behavioral pattern and low family environment have significantly higher academic anxiety as compared to pupils with high behavioral pattern and low family environment.
22. The pupils of high schools with low behavioral pattern and low family environment have significant higher academic anxiety as compared to pupils with high behavioral pattern and high family environment.
23. The pupils of high schools with low behavioral pattern and high family environment have significantly higher academic anxiety as compared to pupils with high behavioral pattern and high family environment.
24. The pupils of high schools with high behavioral pattern and low family environment have significantly and higher academic anxiety as compared to pupils with high behavioral pattern and high family environment.

12.2 Findings of Correlation Analysis

1. The academic anxiety with self-perception of pupils of high schools is dependent on each other.
2. The academic anxiety with behavioral pattern of pupils of high schools is dependent on each other.
3. The academic anxiety with dimension of behaviors pattern i.e., behavioral pattern A of pupils of high schools are dependent on each other.
4. The academic anxiety with dimension of behaviors pattern i.e., behavioral pattern B of pupils of high schools are dependent on each other.
5. The academic anxiety with family environment of pupils of high schools is dependent on each other.
6. The academic anxiety with self-perception of pupils of Government high schools is dependent on each other.

7. The academic anxiety with behavioral pattern of pupils of Government high schools is dependent on each other.
8. The academic anxiety with first dimension of behaviors pattern i.e., behavioral pattern A of pupils of Government high schools are dependent on each other.
9. The academic anxiety with second dimension of behaviors pattern i.e., behavioral pattern B of pupils of Government high schools are dependent on each other.
10. The academic anxiety with family environment of pupils of Government high schools is dependent on each other.
11. The academic anxiety with self-perception of pupils of private high schools is dependent on each other.
12. The academic anxiety with behavioral pattern of pupils of private high schools is dependent on each other.
13. The academic anxiety with first dimension of behavioral pattern i.e., behavioral pattern A of pupils of private high schools are dependent on each other.
14. The academic anxiety with second dimension of behavioral pattern i.e., behavioral pattern B of pupils of private high schools are dependent on each other.
15. The academic anxiety with family environment of pupils of private high schools is dependent on each other.
16. The academic anxiety with self-perception of boys of high schools is dependent on each other.
17. The academic anxiety with behavioral pattern of boys of high schools is dependent on each other.
18. The academic anxiety with first dimension of behavioral pattern i.e., behavioral pattern A of boys of high schools are dependent on each other.
19. The academic anxiety with second dimension of behavioral pattern i.e., behavioral pattern B of boys of high schools are dependent on each other.

20. The academic anxiety with family environment of boys of high schools is dependent on each other.
21. The academic anxiety with self-perception of Girls of high schools is dependent on each other.
22. The academic anxiety with behavioral pattern of Girls of high schools is dependent on each other.
23. The academic anxiety with first dimension of behavioral pattern i.e., behavioral pattern A of Girls of high schools are dependent on each other.
24. The academic anxiety with second dimension of behavioral pattern i.e., behavioral pattern B of Girls of high schools are dependent on each other.
25. The academic anxiety with family environment of Girls of high schools is dependent on each other.
26. The academic anxiety with self-perception of pupils of urban high schools is dependent on each other.
27. The academic anxiety with behavioral pattern of pupils of urban high schools is dependent on each other.
28. The academic anxiety with first dimension of behavioral pattern i.e., behavioral pattern A of pupils of urban high schools are dependent on each other.
29. The academic anxiety with second dimension of behavioral pattern i.e., behavioral pattern B of pupils of urban high schools are dependent on each other.
30. The academic anxiety with family environment of pupils of urban high schools is dependent on each other.
31. The academic anxiety with self-perception of pupils of rural high schools is dependent on each other.
32. The academic anxiety with behavioral pattern of pupils of rural high schools is dependent on each other.
33. The academic anxiety with first dimension of behavioral pattern i.e., behavioral pattern A of pupils of rural high schools are dependent on each other.

34. The academic anxiety with second dimension of behavioral pattern i.e., behavioral pattern B of pupils of rural high schools are dependent on each other.
35. The academic anxiety with family environment of pupils of rural high schools is dependent on each other.
36. The academic anxiety with self-perception of pupils of Kannada medium high schools is dependent on each other.
37. The academic anxiety with behavioral pattern of pupils of Kannada medium high schools is dependent on each other.
38. The academic anxiety with first dimension of behavioral pattern i.e., behavioral pattern A of pupils of Kannada medium high schools are dependent on each other.
39. The academic anxiety with second dimension of behavioral pattern i.e., behavioral pattern B of pupils of Kannada medium high schools are dependent on each other.
40. The academic anxiety with family environment of pupils of Kannada medium high schools is dependent on each other.
41. The academic anxiety with self-perception of pupils of English medium high schools is dependent on each other.
42. The academic anxiety with behavioral pattern of pupils of English medium high schools is dependent on each other.
43. The academic anxiety with first dimension of behavioral pattern i.e., behavioral pattern A of pupils of English medium high schools are dependent on each other.
44. The academic anxiety with second dimension of behavioral pattern i.e., behavioral pattern B of pupils of English medium high schools are dependent on each other.
45. The academic anxiety with family environment of pupils of English medium high schools is dependent on each other.

12.3 Findings of Multiple Linear Regression Analysis

1. the academic anxiety of pupils of high schools is influenced by Self-perception
2. the academic anxiety of pupils of high schools is influenced by Behavioral pattern
3. the academic anxiety of pupils of high schools is influenced by Family environment
4. the academic anxiety of pupils of Government high schools is influenced by Self-perception
5. the academic anxiety of pupils of Government high schools is influenced by Behavioral pattern
6. the academic anxiety of pupils of Government high schools is influenced by Family environment
7. the academic anxiety of pupils of private high schools is influenced by Self-perception
8. the academic anxiety of pupils of private high schools is influenced by Behavioral pattern
9. the academic anxiety of pupils of private high schools is not influenced by Family environment
10. the academic anxiety of boys of high schools is influenced by Self-perception
11. the academic anxiety of boys of high schools is influenced by Behavioral pattern
12. the academic anxiety of boys of high schools is influenced by Family environment
13. the academic anxiety of Girls of high schools is influenced by Self-perception
14. the academic anxiety of Girls of high schools is influenced by Behavioral pattern

15. the academic anxiety of Girls of high schools is influenced by Family environment
16. the academic anxiety of pupils of urban high schools is influenced by Self-perception
17. the academic anxiety of pupils of urban high schools is influenced by Behavioral pattern
18. the academic anxiety of pupils of urban high schools is influenced by Family environment
19. the academic anxiety of pupils of rural high schools is influenced by Self-perception
20. the academic anxiety of pupils of rural high schools is influenced by Behavioral pattern
21. the academic anxiety of pupils of rural high schools is influenced by Family environment
22. the academic anxiety of pupils of Kannada medium high schools is influenced by Self-perception
23. the academic anxiety of pupils of Kannada medium high schools is influenced by Behavioral pattern
24. the academic anxiety of pupils of Kannada medium high schools is influenced by Family environment
25. the academic anxiety of pupils of English medium high schools is influenced by Self-perception
26. the academic anxiety of pupils of English medium high schools is influenced by Behavioral pattern
27. the academic anxiety of pupils of English medium high schools is influenced by Family environment

Findings of Path Analysis

1. The Self-perception is directly and negatively influenced on academic anxiety of pupils of high schools.
2. The Behavioral pattern is directly and negatively influenced on academic anxiety of pupils of high schools.
3. The Family environment is directly and negatively influenced on academic anxiety of pupils of high schools.
4. The indirect effect of Self-perception through Behavioral pattern and Family environment on academic anxiety of pupils of high schools is found to be statistically significant.
5. The indirect effect of Behavioral pattern through Self-perception and Family environment on academic anxiety of pupils of high schools is found to be statistically significant.
6. The indirect effect of Family environment through Self- perception and Behavioral pattern on academic anxiety of pupils of high schools is found to be statistically significant.

13. DISCUSSION AND CONCLUSION

Academic anxiety is one of the important factors to detraining the academic achievement of student, so there is need to manage academic anxiety to improve the academic performance. There are so many factors that increase anxiety among students that effect academic activities in so many ways. However, there are ways to reduce anxiety in students which parents, teachers, students should have known and should followed that's why future generation achieve their target & able to face their life with courage. This study helps to know more about academic anxiety, component of academic anxiety and ways to manage academic anxiety in classroom.

Educationalists, parents and researchers are constantly examining and are initiating practices which will contribute towards increase students' academic motivation and subsequently, academic achievement. As studies

have acknowledged that self-concept is what determines levels of academic achievement, and self-perception in turn can be powerfully influenced by contingencies provided by the significant others. Among the significant others we must not undervalue teacher's role as suggested in the Pygmalion principle. The significant others who are involved in children's education should be aware of the elements which develops self-system processes. Implementing such measures it may be possible to improve students' school performance or achievement by elevating levels of self-concept. Specifically it will improve levels of perceived competence. Development of self-perception could be considered an important goal in teaching and learning processes. The impact of it upon educational aspirations, academic outcomes and classroom behaviour has been found in various studies.

The goal of developing self-perception among students can be served with the development of a handbook which includes the scale to measure self-perception. Similarly, this handbook can be used to intervene and train the significant others in the life of a student which include school instructors, guardians and parents. This will support to optimize educational processes. The important task of developing self-perception, predominantly the academic self-perception is not only the task of the classroom teachers, but also the task of significant others and professionals.

The results revealed that Academic Anxiety is a hindrance factor of Academic Achievement. High academic anxiety and an unfavourable Home Environment reduce the efforts and motivation of the students in case of their academic achievement. But a little amount of academic anxiety is possible to exist in students. The study also indicates that academic anxiety and academic achievement is negatively correlated. The correlation indicates that the negative correlation is statistically significant. So, it can be summed up that excess academic anxiety is always harmful and impacts and badly affects students' academic achievement. Hence there is a need to work out a strategy to reduce the academic anxiety of the students. High academic anxiety can be reduced by

motivating students to study. Students may experience anxiety about tests and may experience heightened anxiety before a testing situation. A certain degree of test anxiety is normal and may help students prepare more effectively, work more efficiently, and remain focused during testing.

Moderate level of academic anxiety is essential for the students to keep them motivated towards their studies and for achieving high standards in education. High academic anxiety can block learners' performance in several ways. It affects their mental process that leads to breakdown in their learning process. This results into a low achievement in students' performance. Therefore, academic anxiety must not be ignored at any cost. It can have serious and long lasting negative consequences. Academic anxiety decreases students' learning capabilities and hinders excellent academic performance. This investigation finding had found a significant relationship between academic anxiety and self-perception, behavioural pattern and family environment among secondary school students.

Therefore, school and family must assist students in managing their academic anxiety through counselling, relaxation and behavioural techniques. Selected preventive activities can be undertaken at secondary schools on targeted students with academic problems. As the academic achievement of high academic anxiety group of females is better than the academic achievement of high academic anxiety group of males specialized intervention tailored to male students is suggested in order to improve male students' academic achievement.

For the participants in this study, self-perception of competence in reading and mathematics was a somewhat accurate and moderately stable attribute, which was moderately predictive of future performance, accounting for better variance in later achievement. However, after accounting for the effect

of initial levels of achievement on later achievement, the predictive ability of self-perceived competence becomes more modest.

More interesting is the finding that self-perceived competence ratings did not predict change in achievement between time 1 and time 2. Although change scores have been viewed with great suspicion, it has
been shown (Miller and Kane, 2001; Yin and Brennan, 2002) that change scores can be used as reliable and valid indicators of variation in performance over time. The finding of a favourable error/tolerance ratio (E/T), which compares the probability of error in the score to the tolerance for error in the score, gives reassurance in our use of the change scores in this particular case. If self-perception of competence were causal to academic performance, not merely related, one would expect that perception of competence at time 1 would predict not just later achievement, but also the change in achievement over time, that is, the performance of those participants who rated themselves as very competent would be more likely to improve over time, while the performance of those who rated themselves as less competent would be likely to decline over time. This relationship was not evident. Another possibility is that change in participants' judgment of their competence
over time would be related to change in performance over time, that is, for participants whose self-perceptions of competence improved, one would expect performance to improve over time, and vice versa. Again, this relationship was not evident.

Although this study is not the first to investigate the causal role of self-perceived competence for various outcomes, it is one of the first to look at self-perception in particular academic domains and to relate this score to outcomes in those particular domains. This procedure is a very specific test of the self-concept hypothesis, where one would predict very specific outcomes. Previous studies, such as those of Skaalvik and Hagtvet (1990), have investigated the relationships between general academic self-perception and

general academic outcomes. In their study of a large number of students using a structural equation modeling paradigm, these researchers found no causal role for self-perception in academic outcomes. This study supports and expands upon this finding in specific academic domains.

Anxiety is a common phenomenon of today's life style. It significantly affects the human life, we all are the victim of anxiety in various ways (Lenka and Kant, 2012). There are various researches which say that anxiety is not always a bad thing. In the absence of academic anxiety majority of us would lose the motivation to achieve success in the life. Moderate level of anxiety is essential in life particularly when it comes to academics, anxiety not only motivates the student but also propels them to work hard, achieve good grades and also to accomplish other works that are crucial in life. When anxiety crosses the plimsol mark then it becomes a sign of danger. If prolonged, not only overall personality overall body physiology is affected too, making the person maladjusted, anxious, timid, disease prone, non-healthy. In several cases concentration span and memory is adversely affected. Hence academic anxiety should not be ignored at any cost (Shakir, 2013). In the present study, no difference is found in the academic anxiety and academic achievement on the basis of gender and religion. The possible reason behind the no difference is that in Bagalkot district secondary schools of higher learning, having congenial atmosphere for learning. Guidance and counselling programmes are readily available in schools from where the data is collected. Here girls are treated equally to that of boys and the gender gap is nil. Both are having equal educational opportunities. People are more aware about the importance of education. Good and effective schools are here that provides quality education irrespective of the caste, creed and gender. Increased level of anxiety is a detrimental factor that slowdowns or blocks the potential to achieve good grades, hence in order to curb the anxiety counselling programmes should be organised for students, teachers and parents. Teachers and parents should be made more aware about the damaging effect of it. Motivational lectures should

also be given to the students, so that they can get motivation and could deal effectively with the anxiety.

14. EDUCATIONAL IMPLICATIONS AND RECOMMENDATION

What are the implications of this study for educators? In combination with other findings, which also dispute any causal role for self-perception in academic (and many other) outcomes, it is clear that the modulation of self□perception, to affect academic outcomes, is not an enterprise that should absorb much of any school's limited resources of time and money. This is not to say that self□perception is irrelevant and should be ignored. Self□perception may play a role in protecting emotional well□being. Heath and Glen (2005) proposed a "self□protection" hypothesis, whereby individuals may hold positively distorted self-perceptions of competence to shield themselves from the emotional consequences of failure. In this case, a mismatch between self□perceived and demonstrated academic competence could be a signal to teachers and others of a need to intervene, a sign of distress. Trying to bring student's self□perception back in□line with their actual performance with academic feedback does not seem to be effective in changing the perception and could even be harmful (Glen, Heath, Karagiannakis, and Hoida, 2004). On the other hand, with our data, we strongly argue against reliance on interventions intended to boost self□concept to improve academic performance.

A combination of emotional support and effective instructional activities would seem appropriate. Research with students with low academic anxiety indicates that their self□perception of academic competence may be less related to actual competence than it is to mood (Heath and Brown, 1999). Like their peers without academic anxiety, self□perceived competence of students with academic anxiety is inflated lower than that of students without academic anxiety but still inflated. The results of this study may be seen as a possible

first indication that the self□perception competence of students without academic anxiety, like children with academic anxiety, may be more affectively than academically driven.

This study should not be interpreted as showing that self□perception, in this case self□perceived competence in particular academic areas, is unimportant. Rather, this study, among others, indicates that the interaction of self□perception of academic competence and actual academic performance is not direct or simple (Hoza et al., 2004; Heath and Glen, 2005). Future research should work toward capturing the more complex aspects of these relationships.

The findings of this research study have implications for teachers and professionals in addressing the academic anxiety of the students at secondary school level. As high academic anxiety is responsible for low academic achievement. Therefore, various measures must be applied by the teachers to manage academic anxiety among students, these can be as simple as inculcation of confidence among the learners, teaching them best strategies for examination preparations, training regarding seeking social support, training of relaxation, and of using humour in a best possible way etc. Teachers should create a low-stress environment that allows students to concentrate on the test rather than being distracted by academic anxiety. The students with higher academic anxiety must be identified and treated to increase their academic achievement and for timely and effective gender sensitive counselling and therapeutic interventions for secondary school students. The academic achievement of high academic anxiety group of girls is better than the academic achievement of high academic anxiety group of boys. So the boys in the schools need to be motivated more than girls to achieve better performance. This gap can be bridged by the school authorities and teachers by providing special training to the boys students in their schools. Measures should be adopted by the teachers and administrators such as special/ remedial

coaching classes, training and make use of different methods to enhance the academic achievement of the boys students.

This study may helpful for the teachers, school administrators, policymakers, parents, educationists, counselors and other stakeholders to know the extent of academic anxiety among secondary school students. Necessary actions may be taken up to reduce and manage the extent of academic anxiety among the learners. Learning environment plays a major role in academic achievement so, it is the responsibility of teachers and school administrators to make the learning environment conducive and congenial. The study will be helpful in orienting counseling and guidance programs in secondary schools to improve academic performance by lowering and managing academic anxiety. Parental encouragement has a positive influence on children. Parents can be guided to encourage and appreciate their child's efforts so that they get motivated to perform well in academics and experience less academic anxiety. Teachers should encourage and motivate students to study hard and help them in solving their problems related to the studies. Teachers should create a caring and supportive learning atmosphere where students can express freely without any kind of fear.

15. SUGGESTION FOR FURTHER STUDY

A. In the present study researcher conducted this study on the secondary level students of Kannada and English medium secondary schools in Bagalkot District of Karnataka only. For a broader and comprehensive perspective, the study could be extended in terms of area of research, sample size, medium and number of schools, methodology and design of the study.

B. This research study was conducted on the students of secondary school level only. It is suggested that the same research may be conducted from primary level up to higher secondary and at university level.

C. In the future research, qualitative research methods may also be included to check the validity of quantitative research methods. In qualitative research methods test anxiety and can be measured by observations and interviews instead of questionnaires. For the enhancement of the validity, this research may also be expanded in the whole country.

D. A comparative study could be made between primary and Secondary school students and also between higher Secondary school students to know their differences and correlation in academic anxiety.

E. The effective tools / instruments could be developed to measure the academic anxiety, self-perception, behavioural pattern and family environment of students to suit all Indian situation and make the instruments valid for wider application.

WORK CITED LIST

- Researchers has attended national webinar conducted by NANDINI COLLEGE OF EDUCATION RAICHER Topic " Paradigm shifts to online learning Issues and challenges in Indian education system "
- Researchers has also attended one day district webinar on " national education policy (2020) opportunities and challenges " conducted by Karnataka state akkamhadevi women's university vijayapur
- Researchers has attended online colloquium conducted by Karnataka state akkamamhadevi women's university vijayapur
- Researcher has attended one day state level webinar on " THE ROLE OF YOGA AND MEDITTATION IN CONTROLLING PSYCHOLOGICAL STREES AND EMOTIONS" Conducted by AL-Mahmood education society shivamogga
- Researchers has attended online viva conducted by Karnataka state akkamamhadevi women's university Vijayapur
- Researchers has watching the various videos of researchers thesis writing procedures
- Researchers is continuously discussing with the research guide regarding the research topic and topic and took timely guidance that is necessary for the study
- Researchers has attended one day national level webinar on " Academic manuscript to publication " held's on 27th October 2020 Organized by Nandini college of education Raichur
- Researchers has attended and one day national level webinar on communication skills for effective and learning " held's on 28th October 2020 Organized by Nandini college of education Raichur
- Researchers has attached one day national level Webinar on " life skill education Education leads to better personality held's on 31th October 2020 organized by Nandini college of education Raichur

- Researchers has attended one day state level webinar on “NEP2020 Quality initiative for teacher education held’s on 4th November 2020 organized by Nandini college of education Raichur
- Researcher has attached one day National level webinar on” NEP2020 “ quality initiative for teacher education Dr. B.R AMBEDKAR – SOCIAL NOVEMENTS “ Held’s on 12-13 October 2020 organized by Karnataka state akkamhadevi omens university B.R.Ambedkar study centre vijayapur
- Researchers has attached one day state level webinar on “Impact of punishments on students on teaching without punishments held’s on Saturday the 17th October 2020 Organized by al-Mahmood B-ed college shivamoga
- 7 days online fatuity development programming on writing researchers papers and research projects organized by swami Vivekananda vidya prasarak mandars college of commerce Ponda Goa.